



2024-25 Local Performance Indicator Self-Reflection

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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	152.5	91.2	4.6	1.8	.66	1.8	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

To evaluate progress towards implementing state standards and curricular frameworks, the district evaluates its work in adopting instructional materials aligned to those standards and in professional learning provided to support aligned instruction. In a unified school district, progress in implementation must meet the needs and timelines of the various school levels. Below is a summary of progress including highlights from elementary, middle and high school levels.

English Language Arts (2014 Framework):

K-3: New foundational reading materials based on the science of reading materials were adopted in the Spring 2023. "From Phonics to Reading" was implemented in the 2023-24 school year. Grades 3-5: Spellography from the 95 Percent Group is currently being piloted 2023-24. The elementary schools are also participating in the UC Berkeley California Reading and Literature Project (CRLP) developing teachers' content knowledge and expanding their teaching strategies (guided by state-adopted frameworks, content standards, and the science of reading) through summer and academic-year institutes and professional development programming.

Grades 6-8 English curriculum components were adopted in spring of 2019. Implementation began in the 2019-2020 school year of Units of Study for Teaching Reading, Units of Study for Teaching Writing, Membeam vocabulary, and No Red Ink Premium for grammar instruction. Currently in full implementation

Grades 9-12 English implementation of state standards in the last two years has focused on standard unpacking, articulation, essential learning outcomes. Additionally the high schools have implemented a reading screener to better assess reading comprehension and have implemented intervention programs to ensure all students needs are attended to. Full implementation.

Additional TK-12 professional learning focused on meeting the needs of all students through the lens of culturally responsive pedagogy, including eliminating biased approaches in instruction.

English Language Development (Aligned to Common Core State Standards for English Language Arts) (2014 Framework):

Initial implementation. ELD was included in middle school adoption 2019. Addl materials purchased for high school ELD program for 2020-21.

Mathematics (2013 Framework):

Full implementation and sustainability at all levels. K-5 using Bridges Mathematics. 6-12 using College Prep Math, adopted 2016. Essential Learning Outcomes generated at all levels. New framework expected to be released in 2023-24.

Next Generation Science Standards (2016 Framework): overall initial implementation for 23-24.

Pilots and adoptions completed at elementary and middle school in 2020-21 and implementations with professional development were completed in 2022-23. High school piloted materials in 2022-23, adopted Chemistry in 2023-24 and is in process for other core science titles. Implementations to continue to the 2024-25 school year.

History-Social Science (2016 Framework): full implementation of 2016 framework. Pilot in middle school in 2020-21, with adoption of TCI History Alive! in May 2022. High school materials piloted in 22-23 concluded with adopted materials in spring 2023. Implementation and additional professional development completed in the 2023-24 school year.

Career Technical Education (2013 Standards): full implementation. Informational Technology Pathway built-out. Considering additional pathways for the 2024-25 school year.

Health Education Content Standards (2019 Framework): initial development. Health Standards audit in winter/spring of 2020. Implementation of Health Framework and the requirements of the California Healthy Youth Act delayed by pandemic. Secondary health curriculum brought forward for adoption in May 2023. Middle school and high school health course approved in May 2023. Initial implementation in 2023-24.

Physical Education Model Content Standards (2009 Framework): full implementation and sustainability to the 2009 Framework

Visual and Performing Arts (July 2020 framework): exploration and research. A new framework was adopted by the state in July 2020.

World Language (July 2020 Framework): beginning development. In 2020-21 the 7th-12th grade World Language program was aligned and articulated between the grade levels. The PUSD WL department began reviewing new instructional materials in Spanish in 2023-24.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	3
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	3
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	2

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Parent Engagement is a strength for the Piedmont Unified School District. We provide many opportunities for parent participation in both decision making and program participation. We have several very active parent committees and engage our school community in a rich variety of training and workshops. Engaging with the parent community is a high priority and we enjoy working with parents for fundraising, classroom support and decision making. Keeping our parent community informed is important to continued success in shared decision making. Progress in community relations is measured in annual communication and climate surveys.

Improvement efforts this year have centered around our inclusion work with students and the community and in communications. Our LCAP goals now include an emphasis on belonging. One of the several efforts at engaging with parents has been community circle events. These circles engage staff and community from different groups, including under-represented families, to create more meaningful communication and connection. LCAP action items in 2023-24 developed additional events and resources related to inclusion and belonging with our community. To improve relationships the district has employed a Director of DEIB who has spearheaded a student mentorship program linking high school students with elementary and middle school students. The district continues to expand its web presence after a revamp of its websites in 2022-23. The superintendent is very active on our social media channels including Facebook, Instagram and with a bi-weekly S'more newsletter.

Several advisory committees exist to provide interactive listening sessions and dialogue including the Superintendent's Advisory Committee.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on 2022 focus group research and community feedback, sponsored community affinity group work will continue in 2024-25, along with additional engagement around equity, inclusion and belonging. The Affinity Mentorship course at the high school level has been expanded to provide more community support among students in underrepresented groups.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Expansion of the district's parent education and training programs will include topics that specifically address the needs of underrepresented families including English Learners, and the families of other subgroups of students. Parent/guardians of unduplicated students have been identified for outreach and engagement in committees and groups with educational partners.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Based on feedback in LCAP engagement work and surveys, communication about expected student outcomes and curriculum was an area of interest for educational partners. Redevelopment of the district and school websites will address some needs (including staff training), and continued improvements in communications for the school. Attendance at Back-to-School nights, Open House, Conferences and Education Speaker Series events continues to be high and the district continues to work to offer timely and responsive events and content to improve student outcomes with all educational partners. Goal 3 of the LCAP included actions and services focused on this effort, including increasing opportunities for meaningful collaboration with BIPOC parents. In the next LCAP cycle this work of reaching beyond the classroom will continue.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on feedback in LCAP engagement work and surveys, communication about expected student outcomes and curriculum was an area of interest for educational partners. Redevelopment of the district and school websites will address some need (including staff training), and continued improvements in communications for the school. Turn-out at Back-to-School nights, Open House, Conferences and Education Speaker Series events continues to be high and the district continues to work to offer timely and responsive events and content to improve student outcomes with all educational partners. Goal 3 of the LCAP includes actions and services focused on this effort, including increasing opportunities for meaningful collaboration with BIPOC parents.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Based on feedback in LCAP engagement work and surveys, communication about expected student outcomes and curriculum was an area of interest for educational partners. Redevelopment of the district and school websites will address some needs as the websites are now more easily translated for families whose home language is something

other than English. Additional support for multi-language households was implemented for 2023-24 including better language support in virtual meetings. Additionally going forward in the new LCAP cycle a focus will be on improving interpretation and translation services in Goal 4.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

The parent - school partnership is a strength of Piedmont. The parent community is very actively recruited and whole-heartedly participates in a variety of advisory committees and provides input in decision making through a variety feedback mechanisms including:

- WASC committees
- School Site Councils
- Parent Clubs
- LCAP Advisory Committee
- Diversity, Equity, Inclusion and Belonging Council
- Health Council
- CTE Advisory, Technology Advisory,
- Special Education Advisory Committees
- Programmatic Surveys (ie Math)
- Teacher Evaluation Surveys
- Climate Surveys
- Calendar Surveys
- Facilities Steering Committee
- Budget Advisory Committee
- Curriculum adoption processes and feedback
- Title IX Athletics Audit Task Force

The district maintained a LCAP advisory committee this year with invited members from across the schools and support groups. It met regularly throughout the year, providing input into the districts' programs and services for students. Although the primary purpose of the LCAP advisory committee is to provide input into the development of the district's Local Control Accountability Plan (LCAP), the recommendations made there go beyond the LCAP, supporting the needs of students across the district, regardless of specific plans or funding sources. Members were well-informed on the district's programs and services for students, also going beyond programs and services in the LCAP, and are active participants in the district's comprehensive strategic planning.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Improvement in seeking input for decision-making with stakeholders will be focused on three areas for the next LCAP cycle. 1) The Superintendent's Advisory Council was restructured this year by our new Superintendent who intends to further develop the channel for improved feedback and input; 2) Increased focus on newer channels for two-way communication including social media; 3) Site Council and other organized parent involvement areas.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The district will continue engagement strategies to underrepresented families. Goal 1, 3 and 4 of the proposed 2024-27 LCAP includes actions and services focused on this effort, including increasing opportunities for meaningful collaboration with BIPOC parents, improved communications and belonging work. Parent/guardians of unduplicated students have been identified for outreach and engagement at sites.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Schools administered the California Healthy Kids Survey modules in February 2024. Surveys were given to students in 5th grade and to all 6th-12th graders. In addition, the district utilized the Staff and Parent modules across the district. Compiled results were returned to the district/schools in late April 2024.

Several indicators in the California Healthy Kids Survey are used as metrics in the LCAP. Here are the results for those indicators from the 2024 Climate survey:

Elementary

85% School Connectedness

89% Feel Safe at School

75% Caring Adults at School

PMS

84% School Connectedness

90% Feel Safe at School

80% Caring Adults at School

PHS

76% School Connectedness

84% Feel Safe at School

77% Caring Adults at School

74% students report no Harassment (race, ethnicity, religion, gender, sexuality, disability, immigrant...) Climate Indicator

MHS

67% School Connectedness

71% Feel Safe at School

83% Caring Adults at School

All indicators either improved or maintained over the 2023 results.

In addition the district administered a belonging survey as part of its SEL screener. From that data we were able to better disaggregate student group data. In addition we disaggregated our two or more races students and counted their responses in all of their racial identities. Here are the spring results on our local Belonging survey:

Overall, how much do you feel like you belong at this school?

Asian 78%

Hispanic/Latino 84%

Black/African American 81%

White 78%

Average 79%

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The CHKS results have been monitored for several years, as our focus on student well-being and belonging were accentuated during the pandemic. We have surpassed the positive markers of the pre COVID-19 administration in February 2020 - the "old normal." The adoption of Educational Equity and Racial Equity board policies, extensive belonging work, curricular reviews and engagement strategies have yielded improve climate perceptions for students overall. Focus continues with our student groups. We have begun disaggregating the multi-racial students to account for their responses in all of their identities whenever possible (non-anonymous assessments). Climate perceptions seem to be improving for our students of color.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Key findings show growing school connectedness through the grades in high school and high feelings of safety. There has been a focus on the 9th and 10th grade experience the last two years to increase school connectedness at PHS. Additionally a change in bell schedule for 6-12 grade schools created a twice a week "Academy" period used for SEL lessons, community building, and academic support. This work continues as a major component of our LCAP, especially Goal 1. In addition we will continue whenever possible to disaggregate the multi-racial students results to account for their responses in all of their identities, whenever possible (non-anonymous assessments). A deeper analysis of academic outcomes and possible opportunities gaps using this data will be used going forward.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

PUSD has used two main tools and measures to evaluate access to a broad course of study: master schedules and roster data, and A-G course completion. In addition, internal analysis includes:

- The number of minutes of physical education instruction
- The number of elementary students who receive art instruction
- The number of students who receive music instruction
- Number, gender and disability status of students in secondary computer science classes
- Number and disability status of students who complete the three course science pathway in high school

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Course of study for grades 1-6 includes English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, Physical Education, and other studies including computer science and library. All elementary students have instruction in classes taught by certificated teachers, including physical education, music, technology, library, and art. Students who are struggling academically have the support of push-in and pull-out reading specialists, math specialists, and resource teachers. Supplemental curriculum is also provided when appropriate to support students at their instructional level. Four of our six schools have special day programs. In those schools inclusion with the general school population especially in PE, visual and performing arts, and library is a prominent feature in inclusion plans.

In grades 7-12 students have access to English, Mathematics, Social Sciences, Science, and physical education courses. The schools have certificated teacher-librarians, a broad range of electives in vocal and instrumental music, other visual and performing arts, technology, and AP and CTE courses in 9-12th grades. In response to needs, two UC/CSU a-g required high school math courses have been designed to stretch out required a-g content over a greater time span permitting more success for identified special education students needing a slower pace. Students with severe disabilities who are not in full inclusion models participate in "Homebase" courses which are not A-G approved.

All of our analysis indicates that all students have access to and enroll in, a broad course of study based on rosters and master schedules. Analysis on graduate outcomes included Dataquest data on A-G completion for the 2022-23

school year. With that we learned that 94.7% of all PUSD graduates completed their a-g requirements. This is consistent with the previous year where 95.2% of PHS and MHS students completed the requirements. In reviewing student groups and students with exceptional needs, we find that 81.3% of PHS graduates completed their A-G course requirements in 2022-23 which is an increase over the the previous year when 77.8% of students with disabilities completed the requirements. Unduplicated student numbers are too small to be reported using this tool.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are very few barriers to offering a broad course of study for all students. Due to the low number of English Learners we have consolidated our ELD course between the three secondary schools. The bell schedules between PMS, MHS and PHS have caused challenges to middle schoolers taking high school level courses and shared staff. For the 2022-23 school year the bell schedule was arranged so that all three secondary schools could share staff and students between the schools.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Staff from the 6th-12th grade schools have again elected to keep their bell schedules aligned so that shared students and staff are available for all of the schools. This aides in students needing to take a course at another school and for shared staff. In addition an A-G Improvement grant has supported the development of an A-G tracking tool to ensure all interested students complete their A-G requirements.